



St Paul's Junior School Progression in Art and Design

St Paul's curriculum coverage	Autumn	Spring	Summer
Year 3	<p style="text-align: center;"><i>Painting</i></p> <p>Expressive painting, including colour mixing</p> <p style="text-align: center;">Van Gogh and Cezanne</p>	<p style="text-align: center;"><i>Drawing with charcoal/3D installation</i></p> <p>Gestural drawing and creating a 3D cave</p> <p style="text-align: center;">Laura McKendry and Edgar Degas</p>	<p style="text-align: center;"><i>Printing</i></p> <p>Mono Printing inspired by local animals</p> <p style="text-align: center;">Xgaoc'o X'are</p>
Year 4	<p style="text-align: center;"><i>Collage</i></p> <p>Exploring pattern</p> <p style="text-align: center;">Rachel Parker</p>	<p style="text-align: center;"><i>Painting</i></p> <p>Creating Portraits</p> <p style="text-align: center;">Frida Kahlo</p>	<p style="text-align: center;"><i>3D Art (Clay)</i></p> <p>Clay pottery – Coil pots</p> <p style="text-align: center;">Greyson Perry</p>
Year 5	<p style="text-align: center;"><i>Printing</i></p> <p>Printing inspired by nature</p> <p style="text-align: center;">William Morris</p>	<p style="text-align: center;"><i>Painting</i></p> <p>Exploring watercolours</p> <p>Creating Mandalas</p> <p style="text-align: center;">Louise Despont</p>	<p style="text-align: center;"><i>Collage/Mixed media</i></p> <p>Mixed Media collage/3D work</p> <p>Mythical Gods and beasts</p> <p style="text-align: center;">Victoria Topping</p>
Year 6	<p style="text-align: center;"><i>3D Art (Clay)</i></p> <p>Viking clay sculpture</p> <p style="text-align: center;">Frans Xavier Messerschmidt</p>	<p style="text-align: center;"><i>Mixed media/3D installation</i></p> <p>Brave colour – creating mini installations</p> <p style="text-align: center;">Liz West/Carnovsky/Yinka Iloria</p>	<p style="text-align: center;"><i>Collage</i></p> <p>Activism – propaganda art</p> <p style="text-align: center;">Luba Lukova/ Kate Deciccio/Shepard Fairey</p>

All units in every term will cover drawing skills.

National Curriculum Objectives (KS2):

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

Sketchbooks

Children have their own sketchbooks which are passed on throughout their time at St Paul's. Children should use sketchbooks throughout each term covering art, but not all art should be confined to a sketchbook. Sculpture or larger scale works are photographed and annotated within sketchbooks.

Year 3	Year 4	Year 5	Year 6
<p>To understand that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Use a sketchbook to try out ideas, plan colours and collect source material for future works.</p> <p>Use a sketch book to express feelings about a subject or an artist's work.</p> <p>Make notes in a sketch book about some techniques used by artists</p>	<p>To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Make notes in a sketchbook about various techniques used by artists.</p> <p>Make notes to indicate their intentions/purpose of a piece of work.</p>	<p>To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>To develop their own artistic style of working within their sketchbook.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Make notes in a sketchbook to discuss and compare different artists.</p> <p>Keep notes which consider how a piece of work may be developed further.</p> <p>Adapt work as and when necessary and explain why</p>	<p>To develop their own way and preferences of working within their sketchbook.</p> <p>To create their own mini sketchbook (using hole punch, elastic bands or string).</p> <p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of sculpture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Make notes in a sketchbook to discuss and compare different artists.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

Responding to art

This could be verbally, within group work or class discussion or written within sketchbooks.

Year 3	Year 4	Year 5	Year 6
<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a range of great artists and designers in history.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>

Drawing

On a range of surfaces, using a range of mediums e.g. pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils.

Year 3	Year 4	Year 5	Year 6
<p>Create pattern and textures with a variety of media.</p> <p>Begin to show an awareness of objects having a third dimension and perspective in their drawings.</p>	<p>Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone.</p> <p>Using a single focal point and horizon to develop further simple perspective.</p> <p>Drawings include features of the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Develop close observation skills-possibly using view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Develop their own style using tonal contrast and mixed media drawing.</p> <p>Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion.</p>

Painting

On a range of surfaces, including directing within sketchbooks, using watercolours, acrylic or ready mixed paints as well as using a range of paintbrush sizes.

Year 3	Year 4	Year 5	Year 6
<p>Mix primary colours and secondary colours to achieve colour matching. (Revise the colour wheel)</p> <p>Demonstrate increasing control over the types of marks made when painting.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.).</p>	<p>Mix colour with increasing confidence building on previous knowledge.</p> <p>Begin to explore complimentary colours.</p> <p>Add white or black to colour to tint or shade a colour for effective colour matching.</p> <p>Confidently control types of marks made when painting.</p> <p>Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand).</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Begin to plan work to make effective use of space and work in a sustained and independent way.</p> <p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Begin to create atmosphere and light effects (shadow and highlights) through use of black and white as well as colour mixing.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures.</p> <p>Confidently create atmosphere and light effects through use of colour mixing.</p>

Sculpture

Use malleable materials like dough and clay within art lessons although other media such as Modroc- wire and papier-mâché can also be explored.

Lower KS2 (Yr4)	Upper KS2 (Yr6)
<p>Explore cutting, shaping and impressing patterns into clay/dough.</p> <p>Join pieces of clay using scoring, blending and slip.</p> <p>Explore ways of finishing work: vanish, paint and/or PVA.</p> <p>Experience working in relief (remains attached to a solid e.g. clay tile is relief) or freestanding (finished on all sides e.g. clay thumb pot).</p> <p>Recognise sculptural forms in the environment.</p>	<p>Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip.</p> <p>Work around armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes).</p> <p>Combine medias to create a sculpture (e.g. incorporate glass pebbles).</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose.</p> <p>Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work.</p>

Printing

Including rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string

Year 3	Year 5	Year 6
<p>Develop mono-printing techniques (the process of making a print using 'mark making')- additive and subtractive.</p> <p>Use carbon paper to make mono prints, and I can experiment with the kinds of marks I make and think about how they help make my drawings interesting.</p> <p>Work into prints with a range of media e.g. crayons, colour pens and pencils etc.</p> <p>Begin to understand what positive and negative shapes are.</p>	<p>Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc. or collagraphs (sticking onto a printing block e.g. string) method.</p> <p>Apply more than one colour to a print.</p> <p>To add line and texture to the printing block when adding a second colour.</p> <p>To understand the positive and negative spaces of their print.</p>	<p>Combine different techniques such as print, collage and drawing.</p> <p>Use a simple form of screen printing to print over collage.</p>

Collage

Using paper or photographs as well as their own painting and drawings to create montages, photomontages or mixed media compositions.

Lower KS2 (Yr4)	Upper KS2 (Yr6)
<p>Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.</p> <p>Cut and tear materials with some accuracy.</p> <p>Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.</p> <p>Sticks with increasing accuracy, exploring overlap, mosaic or overlay.</p>	<p>Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern.</p> <p>Accurately cuts complex shapes.</p> <p>Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour.</p> <p>Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.</p> <p>Experiments with mixed media, including using photomontage. (Yr5)</p>